**3-Act Model**

Presented March 5, 2015

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**Act One –** Establish the problem

Act one attempts to lower barriers to entry. It's visual. It requires very little literacy from the student. It's perplexing.

1. Students are asked to watch a video or view a photo.
2. What do you notice, what do you wonder?
3. Students are asked to pose a question. “What test questions might your teacher ask you about this?”
4. Teacher decides which question to focus on. You can have kids decide too. Save other questions for sequel, homework, or other.
5. Students are asked to guess at a correct answer.
6. Students are asked to decide what an *incorrect* answer would look like. What estimates are too low? What estimates are too high? Establish a range of appropriate answers.

**Act Two –** Solve the problem

"What information do you need from me? What information will be necessary here?" Students are responsible for determining what information they will need to solve the problem. Determine before hand what is the minimal amount of information you will provide, and only after it is requested. Provide the least amount of information possible.

We're attending to precision. When students ask me for information, I press them on units or I press them to clarify what they're after, exactly. We coin vocabulary terms like "stack" and "layer" and emphasize that we need those terms to communicate about the task.

Students work to solve the problem, preferably in groups of 2-4. Teacher selects groups to present strategies and responses in an attempt to highlight and make connections to important mathematical concepts. If you are familiar with the 5 Practices to for Orchestrating Productive Mathematics Discussions by Margaret S. Smith, that framework fits in great for Act 2.

**Act Three –** Reveal the answer

1. Play the rest of the video to see the answer or reveal the answer for them.
2. Who got the closest?
3. Talk about student errors
4. Determine if there is a sequel. Determine if there are other questions worth investigating.

**5 Practices for Orchestrating Productive Mathematics Discussions**

by Margaret S. Smith and Mary Kay Stein

Great book that describes the role of the teacher in an effective mathematics classroom

The information above was taken from Dan Meyer’s blog <http://blog.mrmeyer.com> and from the mind of Fawn Nguyen <http://fawnnguyen.com/>

**Links to free 3-Act Lessons**

More and more 3-Act lessons are becoming available on-line. Google any of the following names with “3-Act” or visit the menu of links at <http://mrlinder.edublogs.org/>

* Andrew Stadel
* Dan Meyer
* Graham Fletcher
* Robert Kaplinsky
* Tim Piccini

**Bucky the Badger by Dan Meyer**

<http://mrmeyer.com/threeacts/buckythebadger/>

**In-N-Out Cheeseburger**

<http://robertkaplinsky.com/work/in-n-out-100-x-100/>